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ABSTRACT

Project Merge is a cooperative, field-based in-service and preservice teacher education program; it is a systematic field based, cooperative approach to teacher education, instruction, and curriculum development. The project has been field validated and is competency based. It has three interrelated phases: a) an in-service program which affects the renewal and enhancement of the contract teacher's competencies consistent with the demands for flexible functioning in a constantly changing educational age; b) a preservice element dedicated to producing a beginning teacher capable of functioning across traditional categorical lines and of adjusting to evolving change; and c) a graduate aspect related to the production of a cadre of young personnel who can assume a leadership role in the upgrading of teacher education programs. The focus of Project Merge involves changing curriculum so that learning becomes more direct, efficient, and relevant to current educational needs. (Author/JB)

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Bowling Green University
Bowling Green, Ohio

College of Education

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AACTE
Distinguished Achievement Awards
PROJECT MERGE
1974

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ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Project Merge

Institution (complete name): Bowling Green State University

President: Hollis A. Moore, Jr.

Campus Public Information Officer: Clifford Boutelle

Faculty Member Responsible for Program: Darrel Minifie

Title of the Faculty Member: Director of Project Merge & Professor of Special Education

Signature: Darrel L. Minifie

Title: Director Date: November 21, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

PROJECT MERGE

A cooperative field based inservice and preservice teacher education program cooperatively and equally conducted by Bowling Green State University and the Toledo, Ohio, Board of Education.

PROJECT MERGE is a teacher education concept from which evolve educational processes based upon changing educational developments. MERGE is a systematic field based, cooperative approach to teacher education, instruction, and curriculum development. Such a program is mutually beneficial to the University and the participating schools.

This project has been field validated and is competency based. It represents an interrelational tri-phase structure composed of:

(1) An inservice program which affects the renewal and enhancement of the contract teacher's competencies consistent with the demands for flexibility of functioning in a constantly changing educational age;
(2) A preservice element dedicated to producing a beginning baccalaureate teacher capable of functioning across traditional categorical lines and of adjusting to evolving change;
(3) A graduate aspect relating to the production of a cadre of young personnel who can assume a leadership role in the upgrading of teacher education programs and, thereby, the entire teaching profession.

The focus of PROJECT MERGE involves changing curriculum to such a structure that learning becomes more direct, efficient, and relevant. The major component is a strong field based corps of students in an educational setting. This is a learner-centered project. The Toledo Public Schools and Bowling Green State University have merged physical, personnel, and fiscal resources to concurrently improve the quality of education of the undergraduate and graduate University student, the contract teacher, and the recipient public school student.

EXPLANATION AND ANALYSIS OF PROJECT MERGE

For two years prior to the beginning of PROJECT MERGE, the College of Education, Division of Special Education, Bowling Green State University, and the Toledo Board of Education conducted a number of two-quarter field based programs which included methods courses and student teaching in specific Toledo schools. The areas covered were educable mentally retarded and learning disabilities and/or behavioral disorders. Analysis of these studies indicated that students completing these programs, when compared with control groups on campus, were more competent in measureable instructional strategies than their on-campus counterparts. Howeve~, the on-campus group scored higher on tests of educational curriculum theory. Informal analysis indicated that those students involved in the field based programs were more confident about entering the teaching field.

With these programs as pilot studies, MERGE was planned in a manner that would incorporate the benefits of the traditional on-campus instruction with specialized field based demonstrable competencies in the areas now covered by certification in educable mentally retarded, learning disabilities, behavioral disorders, along with dual or triple majors in elementary education. In addition to general or universal competencies needed by teachers in a vastly changing educational setting, specialized areas such as orthopedically handicapped, art, and Industrial Education are presently being incorporated on an individual basis.

MERGE is an organized plan to integrate teaching knowledge with competencies in multi-areas in order to meet the needs of many different

learning problems of children in regular or special classroom. MERGE is the result of recognition of the necessity for the future public school teacher to possess competencies, at the baccalaureate level, in more than one area of teaching especially if we adhere to the philosophy that children entering the regular classroom should receive instruction that is most beneficial to them as individuals.

The College of Education, Department of Special Education at Bowling Green State University, together with the Toledo Public Schools, after evaluating (both formally and informally) the results of the pilot studies, felt that teaching competencies could be achieved best by implementation of the following strategies:

1. University faculty available to provide classroom instruction in contact with children;
2. Maximizing to at least one full year the classroom contact among student teachers, master teachers, and recipient pupils;
3. Full utilization of physical facilities and materials of both agencies;
4. Combination of inservice and preservice techniques;
5. Sharing of fiscal responsibilities and resources by both agencies;
6. Total services provided in each area for educable mentally retarded, learning disabilities and emotionally disturbed classes including supervision, inservice training, preservice training, and general research by the co-project director, area supervisors and assigned personnel;

7. University supervisors providing instruction for University students participating in PROJECT MERGE methods courses and supervision of their classroom teaching (concurrent practicum);

8. Certification methods courses for PROJECT MERGE University students taught in at least two settings within the city--one being in a central city school and the other being in an industrial area school; these instructional sessions may be attended by Toledo staff as part of inservice programming; professional growth credits are available for contract teachers attending these sessions;

9. Participating Toledo contract teachers are trained to serve a dual role of teaching children as well as training future teachers in methods modules and on-the-job classroom teaching; this procedure relates to the overall goal of decentralized competency based teacher education; much of this training for the contract teacher is achieved in a summer institute and during the regular academic year on a regularly scheduled basis;

10. Research is to be initiated to determine to what extent interrelationships exists in educational objectives among educable mentally retarded, trainable mentally retarded, learning disabilities, behavioral disorders (emotionally disturbed), and regular elementary students.

In order to implement the recommendations of the two-year pilot study programs, the personnel, physical, and fiscal resources of both agencies were combined for the purpose of making the greatest impact in preparing special education teachers, preservice and inservice training, and student learning on a cost effective basis.

Initially a five-week summer institute was funded by the Ohio State Department of Public Instruction. Participants in the institute were public school contract teachers, principals, University staff and graduate students who would be involved in the project in the 1973-74 academic year. Nationally recognized consultants were employed to instruct participants in systematic approaches to curriculum development and implementation of pre-service and inservice competency based teacher education programs.

In the Fall Quarter of 1973, seventy-five (75) undergraduate and ten (10) graduate students were enrolled in PROJECT MERGE. Six University staff members who had been involved in the summer institute provided the instruction and supervision as described below.

Instruction was held on campus for the first four and one-half weeks. Included in this series of programs were the same types of instruction which had been provided for the summer institute personnel. In addition instruction included state certification and proficiency requirements for utilization of audio-visual materials and equipment, competencies in writing and evaluating behavioral objectives, along with beginning core curriculum instruction in educable mental retardation, learning disabilities and behavioral disorders (See Attachment 1--On-Campus Schedule).

Upon completion of on-campus instruction, students were primarily assigned to summer institute personnel from the Toledo Central City and/or Industrial areas for classroom observation, assessment, and instructional strategies (See Attachment 2--Merge Teacher Training Model). The initial time assigned for regular classroom observation, assessment and instructional strategies followed the schedule as shown in Attachment 3--Student and Faculty Schedule.

During the times when students are assigned to public school classrooms, University staff members are free to supervise those students assigned to them. University students meet individually with their contract teacher at the begi[illegible]of each day when University classes are not held and at the close of the school day when University classes are held.

All students continue with core curriculum instruction in educable mental retardation, learning and/or behavioral disorders at a public school classroom in Toledo on a regularly scheduled basis as listed in Attachment 3. Because of the large number of students participating in PROJECT MERGE, instruction is offered in three different settings in the Toledo schools. The amount of curriculum instruction will decrease and classroom practicum increase as students demonstrate knowledge and competencies in curriculum theory and instruction.

Evaluation of competencies is an ongoing activity as perceived in the MERGE model. It is one that will not terminate until the student graduates. As a student becomes competent at one level, he is is assigned to another level. Attachment 2--Merge Teacher Training Model--explains the model in more detail.

There are other possible alternatives to the further development of the concepts being developed in PROJECT MERGE. The Bowling Green State University MERGE staff views this only as a beginning. There are any number of models that can be developed. Hopefully, with all of the professional resources involved in PROJECT MERGE, this model will change and grow to meet the needs of many other educational specialties as well as growing to meet further needs of ongoing MERGE participants--Bowling Green State University staff and Toledo Public Schools as well as participating students.

	9/26	9/27	9/28
	Wednesday	Thursday	Friday
8:00	Orientation	*RUPS	RUPS
9:00			
10:00			
11:00			
12:00			
1:00	RUPS	RUPS	RUPS
2:00			
3:00			
4:00			
5:00			

*Research Utilising Problem Solving

Attachment 1

	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	RUPS	RUPS	RUPS	**IPC	IPC	IPC	IPC	IPC	***A.V.	A.V.
9:00										
10:00										
11:00										
12:00										
1:00	RUPS	RUPS	RUPS	IPC	IPC	IPC	IPC	IPC	A.V.	A.V.
2:00										
3:00			Evaluation					Evaluation		Evaluation
4:00										
5:00										

**Interpersonal Communications
***Audio-Visual Materials and Equipment

Attachment 1

	10/15	10/16	10/17	10/18	10/19	10/22	10/23	10/24	10/25	10/26
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	10/15 Rd.	Beh. Obj.	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum
9:00										
10:00		****,	Obser. Sys.	Obser. Sys.	Obser. Sys.	Obser. Sys	Obser. Sys.	Obser. Sys.	Obsen Sys.	Obser. Sys.
11:00										
12:00										
1:00	****Beh. Obj.	Beh. Obj.	Obser. Sys.	Obser. Sys.	Obser. Sys.	Obser. Sys.	Obser. Sys.	Obser. Sys.	Obser. Sys.	Obser. Sys.
2:00										
3:00		Evaluation	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum
4:00										
5:00										

****Writing and Evaluating Behavioral Objectives

*****Observational Systems (Systematic Observational Techniques)

Attachment 2

PROJECT MERGE TEACHER-TRAINING MODEL

In an attempt to implement the philosophy, purpose, rationale, and objectives of PROJECT MERGE, it seems necessary that there be a written statement about the particular teacher-training model that will be used initially in the Project.

In the past typical teacher training field experiences have lacked a systematic approach for developing the competent performance of the teacher-trainee. In general teaching competency has its beginnings in the capacity to systematically observe. Good observation skills, then, become the basis for objective assessment of a pupil's learning capabilities. Assessment, usually informal in nature, is the framework upon which all classroom instruction and program planning should be built. Once the teacher trainee has developed observation and assessment competencies, then instruction skills can be developed. Instructional strategies, then, will be the last performance skills developed by the teacher trainee.

As the teacher trainee is in the process of acquiring observation, assessment and instruction competencies, the sizes of the groups that the trainee works with will have an important effect upon the acquisition of the competencies. Seemingly, it is easier to interact with one pupil than with a small group of children and finally with a large group of children. To comply with this systematic approach to teacher training, the teacher trainee will work with individual children, small groups of children and then large groups of children. The following grid notes the possible alternatives available in the process of systematically training competent teachers:

Example and Explanation of Model

	Observation	Assessment	Instruction
Individual	1	1	2
Small Group	2	2	3
Large Group	3	3	4

The grid indicates that the first skills to be developed by the teacher trainee are observation and assessment of an individual child (Indicated by numeral 1). The numeral 2 on the grid suggests the next areas of concentration for skill development. There are three possible alternatives at this stage. The order in which these three skills are acquired is not important, but they must be accompliahsed before the student goes on to any of the skills designated in squares marked with a three. Upon completion of these skills, the teacher trainee moves on to those designated by a four. The last skills developed are assessment and instruction of large groups progressing to different grade levels or special class placement.

There are other alternatives to this model and this should serve only as a beginning. Any number of models can be developed from this basic plan.

MERGE

RAYMER PUBLIC SCHOOL SETTING

STUDENT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 7:45	Meet with Contract Teacher		Meet with Contract Teacher		Meet with Contract Teacher
8:00		University Class		University Class	
9:00					
10:00					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	Univeristy Core Curriculum Classes				
1:00					
2:30	Meet with University Supervisor				
3:30					
4:00					
5:00					

FACULTY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 7:45					
8:00		University Class		University Class	
9:00					
10:00					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	University Staff Teaching Curriculum Classes for MERGE Students				
1:00					
2:30	Meet with Student Advisees and/or Contract Teacher Supervisors				
3:30		Classes for Contract Teachers		Classes for Contract Teachers	
4:00					
5:00					

Note: Open times on student schedule indicates assignment to classrooms (Practicum and/or Student Teaching)

Attachment 3

MERGE

GUNCKEL I PUBLIC SCHOOL SETTING

STUDENT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 7:45	Meet with Contract Teacher		Meet with Contract Teacher		Meet with Contract Teacher
8:00		University Class		University Class	
9:00					
10:00					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	University Core Curriculum Classes				
1:00					
2:30	Meet with University Supervisor				
3:30					
4:00					
5:00					

FACULTY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
		University Class		University Class	
	Lunch	Lunch	Lunch	Lunch	Lunch
	University Staff Teaching Curriculum				
		Classes for MERGE Students			
	Meet with Student Advisees and/or Contract Teacher Supervisors				
		Classes for Contract Teachers		Classes for Contract Teachers	

Note: Open times on student schedule indicates assignment to classrooms (Practicum and/or Student Teaching)

Attachment 3

MERGE

GUNCKEL II PUBLIC SCHOOL SETTING

STUDENT SCHEDULE

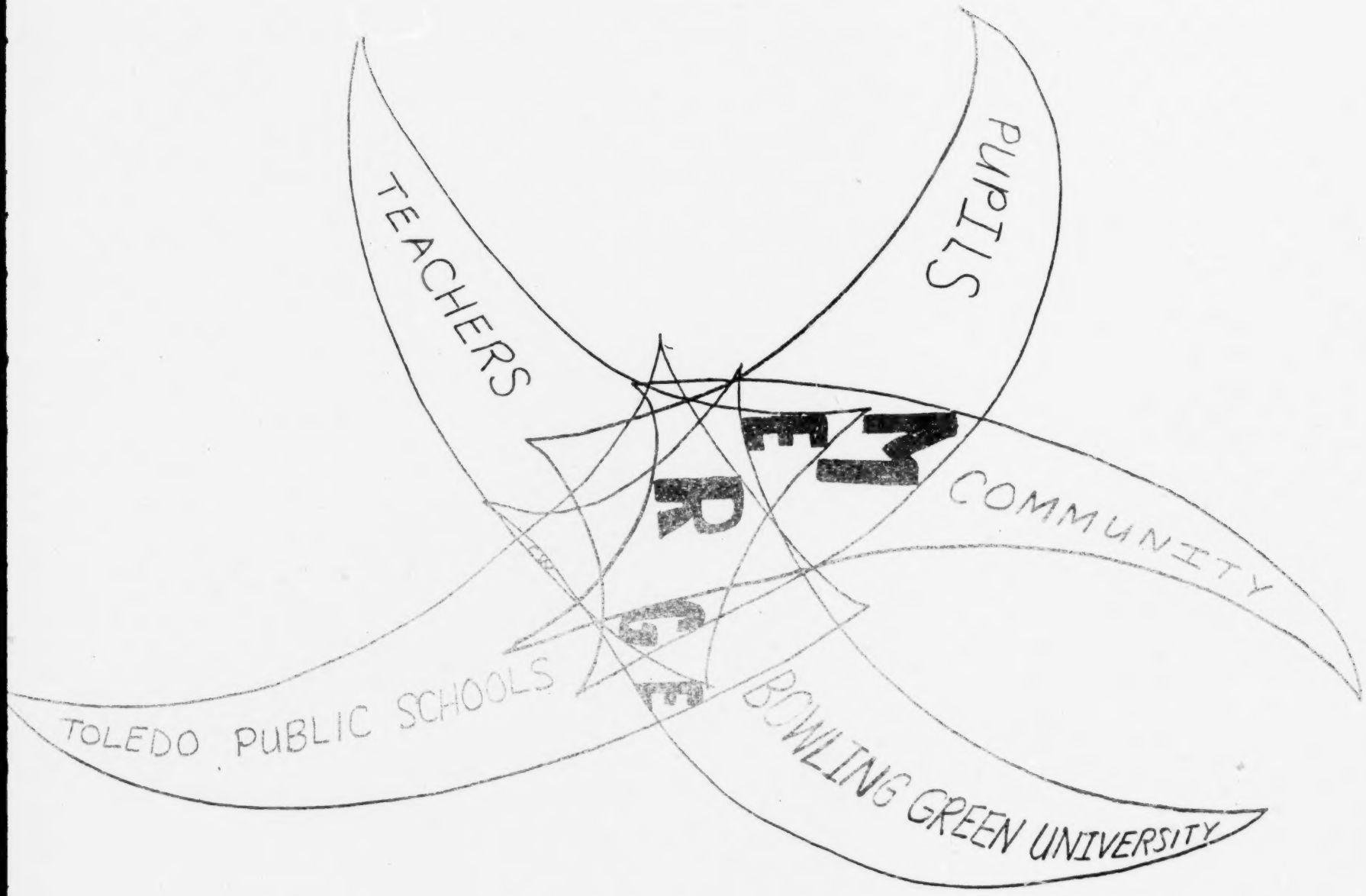
	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 7:45		Meet with Contract Teacher		Meet with Contract Teacher	Meet with Contract Teacher
8:00	University Class		University Class		
9:00					
10:00					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	University Core Curriculum Classes				
1:00					
2:30	Meet with University Supervisor				
3:30					
4:00					
5:00					

FACULTY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 7:45					
8:00	University Class		University Class		
9:00					
10:00					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	University Staff Teaching Curriculum Classes for MERGE Students				
1:00					
2:30	Meet with Student Advisees and/or Contract Teacher Supervisors				
3:30	Classes for Contract Teachers		Classes for Contract Teachers		
4:00					
5:00					

Note: Open times on student schedule indicates assignment to classrooms (Practicum and/or Student Teaching)

Attachment 3


TEACHERS
PUPILS
COMMUNITY
TOLEDO PUBLIC SCHOOLS
BOWLING GREEN UNIVERSITY

This handbook was developed by participants in a team assessment and planning institute interaction laboratory for teacher development under ESEA Title VI-D, July 23-August 17, 1973.

Revised August 31, 1973--E. Minifie, editor

ACKNOWLEDGEMENT

Personnel from the Toledo Public Schools and Bowling Green State University who prepared this handbook wish the reader to realize that Project MERGE is a viable project and, as such, will result in periodic revision and updating as the need arises.

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INTRODUCTION

The purpose of this Handbook is to provide the participants in Project MERGE with a general overview of the Project's goals, implications, guidelines, and structure. A secondary but important purpose is to insure that there will be consensus as to the Project's goals and consensus as to the methods and techniques employed to achieve these goals.

It is understood that all facets of Project MERGE will operate within the policies of the Toledo Board of Education and Bowling Green State University.

It is assumed that this Handbook will be modified periodically as dictated by need.

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PROJECT MERGE

A Cooperative Field-Based Inservice and Preservice Teacher Education Program Cooperatively and Equally Conducted by Bowling Green State University and the Toledo, Ohio, Board of Education

Project Identification. Project MERGE is a teacher education concept from which evolve educational processes based upon changing educational developments. The goal of MERGE is not, as may appear at first glance, merely a means of removing teacher education from the university campus and putting it in the schools. It is a systematic approach to teacher education, instruction, and curriculum development. Such a program must be mutually beneficial to the University and the participating schools. All elements of educational programs could be included. In this case the product is a special type of highly employable teacher.

Purpose. The program is designed to produce a highly employable multi-competencied teacher who can productively perform in a variety of educational organization structures involving a broad spectrum of regular and problem learning children.

Rationale. Much of the productive potential of each of the cooperating agencies, when functioning independently as training organizations, is wasted through duplication, or unused through lack of knowledge. Program effectiveness (cost effectiveness) is enhanced by the functional merging of the fiscal, physical, and personnel resources of the joint agencies.

Implications. The Project will eventually produce a teacher education program which is field validated and competency based. The program will organizationally represent an interrelational tri-phase structure composed of the following aspects:

1. An Inservice element which would effect the renewal and enhancement of the contract teacher's competencies consistent with the demands for flexibility of functioning in a constantly changing educational age;

2. A Preservice element dedicated to producing a beginning teacher capable of functioning across traditional categorical lines and of adjusting to evolving change;

3. A Graduate aspect relating to the production of a cadre of young personnel who can assume a leadership role in the upgrading of teacher education programs and, thereby, the entire teaching profession.

The focus of Project MERGE will involve changing the University curriculum to such a structure that learning becomes more direct, efficient, and relevant. The change will come about gradually and will not interrupt current ongoing traditional programs. The change will refer to the production of multi-competenciied (MC) flexible, and highly employable personnel. The program will be viewed as a model from which other programs may adapt any or all elements as they apply to a particular situation.

The major component of the Project will be a strong field based corps of students in an educational setting. This is a learner centered project. The Toledo Schools and BGSU will merge physical, personnel and fiscal resources to concurrently improve the quality of education of the University student and the school pupil.

Discussions concerning program priorities in teacher training between BGSU and the Toledo Board of Education have indicated that these institutions were in an optimal position to develop a cooperative field-based teacher education program. These discussions included common concerns about teacher competencies and teacher supply.

Further deliberations by the University and Toledo Public School staff members indicated that a more permanent and comprehensive program was needed to provide additional services to children with learning problems, to contracted teachers, and to teachers in training by merging resources of the State of Ohio, Bowling Green State University, and the Toledo Public School System. In order to move toward providing such services, the following goals were established:

Goal I. Establish and implement a mutually beneficial cost effective field-based inservice and preservice teacher education program by combining resources of the school district and the University.

Goal II. Utilizing a systematic approach to curriculum development and implementation to develop a pre-service and inservice competency based teacher education program that produces a multi-competencied teacher in the same amount of time that is required to educate present ~~elementary education majors~~ baccalaureate teachers.

Goal III. Schedule college practicum students 2-3 quarters with children. Provide consistent daily supervision* of the University student to insure that the University's pupil service orientation to schools in even further enhanced.

~~*Supervision is used in a very broad sense.~~

Goal IV. Develop a process that will evaluate the effect of this Project on the pupil's academic achievement and social behaviors.

Goal V. Develop a process that will evaluate the acquisition of teaching competencies by Bowling Green State University students.

Goal VI. Develop a process whereby contract teachers participating in MERGE may provide feedback on this Project.

Goal VII. Provide a field-based graduate program relevant to the needs of the profession.

Goal VIII. Assist State Department personnel involved in reestablishing certification evaluative criteria and standards from traditional formats to performance or competency formats.

Implementation Objectives.

1. To combine the personnel, physical, and fiscal resources of the State of Ohio, Toledo Public Schools, and Bowling Green State University for the purpose of making the greatest cost effective impact on the administration and curriculum of special education, elementary education, and secondary education programs in Northwestern Ohio.

2. To further individualize instruction in participating classes using University undergraduate students as intern teachers and graduate students as intern and diagnostic teachers.

3. To establish a public school based teacher education program from which inservice teacher education modules (units of instruction) will be developed and which are in fact validated through public school participating and application.

4. To initiate, implement, and evaluate a teacher education program model for preservice and inservice education that is practical, efficient, and effective for cities where teacher training institutions and the public schools are within the service range of each other.

5. To jointly utilize university-school resources in order to enhance the neighborhood school concept by involving parents in programs designed to meet mutual needs.

6. To provide more constructive service to the EMR and LD/BD programs in agreed upon regions of the Toledo Public Schools by utilizing University personnel.

7. To demonstrate a model of cost effective field based teacher education program by:
   --involving teachers in teacher education;
   --decentralizing teacher education into the field;
   --merging, on a systematic basis, the preservice and inservice aspects of teacher education;
   --maintaining constant field feedback to the University campus to insure relevant and contemporary curriculum;
   --expanding and refining the objectives and modules for purposes of developing a competency-based teacher education program.

Merging of resources in Project MERGE should result in eventually operating independently of outside funding once the programmatic model is established.

Procedures. Experimentation has strongly indicated that the program purpose can be achieved by implementation of the following strategies:

1. University faculty will be available to provide classroom instruction in contact with children;

2. Maximizing to at least one full year the classroom contact among student teachers, master teachers, and recipient pupils;

3. Full utilization of physical facilities and materials of both agencies;

4. Combination of inservice and preservice training techniques;

5. Sharing of fiscal responsibilities and resources by both agencies;

6. Two areas will become operational in September, 1973--the Central City area Instruction Center and Project Headquarters to be housed at Gunckel School and the East Side area Instruction Center to be housed at Raymer School;

7. A University supervisor for the East Side area will be housed at Raymer School. The University supervisor for the Central City area will be housed at Gunckel School. The three University supervisors for the overall area will be housed at Gunckel School. The Director of Project MERGE will supervise the overall operation from Gunckel School;

8. Total services will be provided in each area for educable mentally retarded and learning disabilities classes, including supervision, inservice training, preservice training, and general research by the University Project Director, area supervisors and assigned personnel;

9. University students will receive multi-discipline certification, i.e., educable mental retardation, learning disabilities and/or behavioral disorders, and regular elementary education. They will be referred to as BGSU-MC (multi-competencied) majors. Many students will have completed trainable mentally retarded qualifications in addition to areas included in Project MERGE. Eventually the MC major will include TMR requirements.

10. University supervisors will provide instruction for University students participating in Project MERGE methods courses and supervision of their classroom teaching (concurrent practicum).

11. Certification Methods courses for Project MERGE University students will be taught at Raymer and Gunckel schools during the first year. These instructional sessions may be attended by Toledo staff as part of inservice programming. PGC credits will be available for these sessions. Teachers who attend these sessions may have the option of substituting the Student Teaching fee for which they are eligible for payment towards college credit.

12. Additional classroom stations and accompanying inservice opportunities may be added within the Toledo school system for use as student teaching stations under presently established procedures and supervision.

13. Participating Toledo teachers will be trained to serve a dual role of teaching children as well as training future teachers in Methods modules and on-the-job classroom teaching. This procedure relates to the overall goal of decentralized competency based teacher education program. Much of this training is anticipated to be achieved in a summer project or during the regular academic year daily scheduling.

14. Research will be initiated to determine to what extent interrelationships exist between educable mentally retarded, trainble mentally retarded, learning disabilities and/or behavioral disabilities, and regular elementary educational objectives.

MERGE Plan of Instruction: The MERGE plan of instruction and practicum experiences is based on the belief that understandings, attitudes, and skills which are desired for the prospective teacher can be developed most effectively when there is opportunity for the students to obtain:

1. An intensive and continuous period of instruction and experience in the public school setting uninterrupted by campus classes, and where, under the competent guidance of a contract teacher and a University supervisor, they may learn to carry many major responsibilities in planning and directing the learning process;

2. Stimulating and challenging experiences growing from contacts with, and participation in, the total on-going educational program both in and out of the classroom;

3. Information and understanding concerning the school in all of its relationships--pupil, teacher, administrative, parent, and community;

4. A thorough preparation in one or more specialized areas in which the student will devote his energies as a teacher.

DEFINITION OF TERMS

Central City Instructional Area: For purposes of MERGE, the following schools: Glenwood, Gunckel, Hale, Hamilton, Jefferson Center, Jones, King, LaGrange, Lincoln, Pickett, Robinson, Sherman, Stewart, Walbridge, Warren, Washington, Westfield, Libbey, Scott, Woodward.

Compensation: Reimbursement for registered student teaching supervision.

Competency Based Teacher Education Program: A teacher education program which consists of achievement and application of identified teaching skills and instructional activities.

Cost Effectiveness: Providing the best possible service for resources expended.

East Side Instructional Area: For purposes of MERGE, the following schools: Birmingham, East Side Central, Franklin, Garfield, Navarre, Oakdale, Raymer, Waite.

EMR: Educable Mentally Retarded.

Field Experiences: On-the-job training.

LD/BD: Learning Disabled and/or Behavioral Disorders.

Multi-Competency: Skills and abilities acquired which enable a teacher to perform in a variety of educational settings and/or levels.

PGC: Professional Growth Credit.

Practicum: Classroom participation with concurrent seminars. (Not listed as student teaching.)

Pupil: Toledo Public Schools pupil.

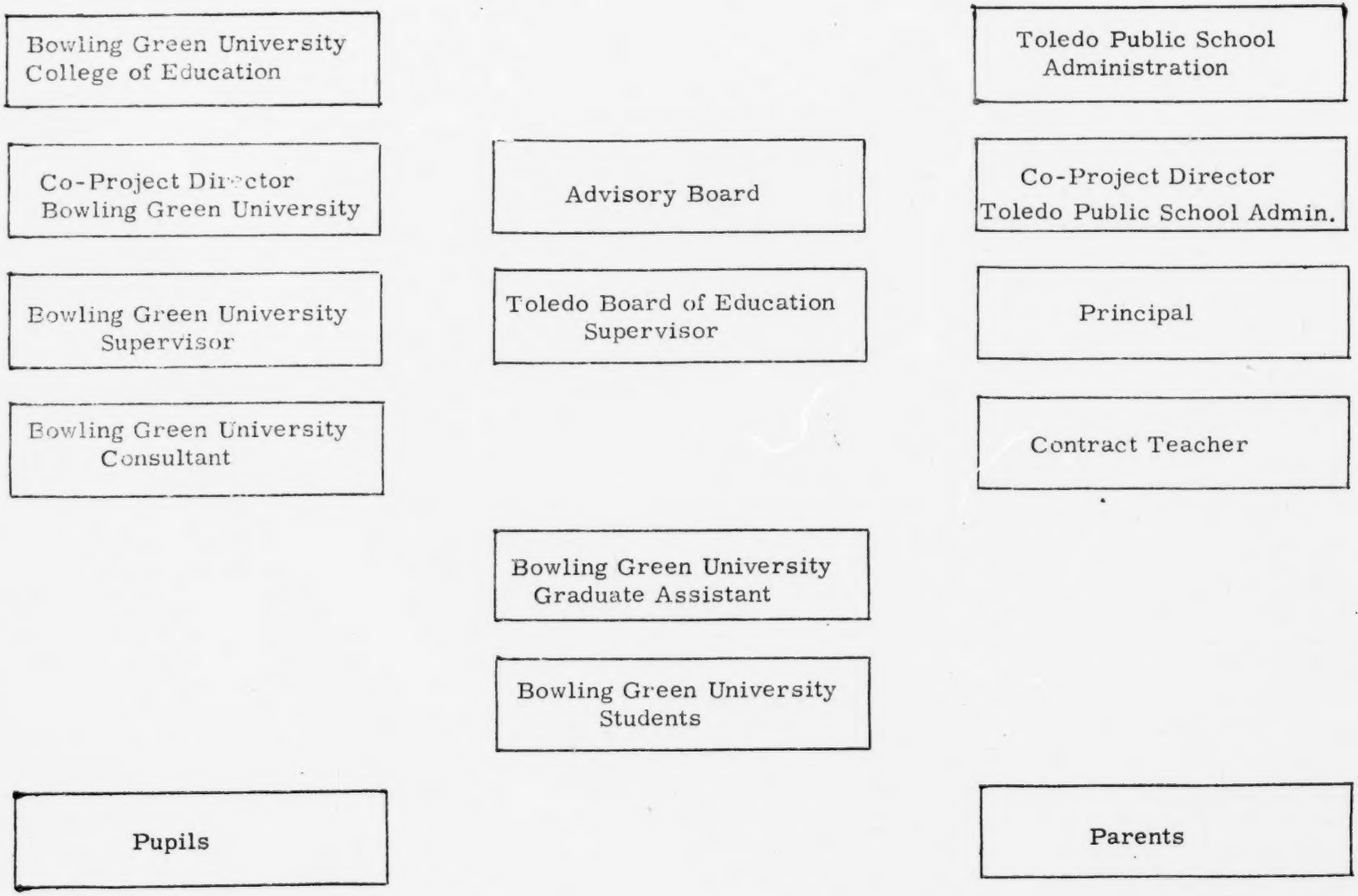
Recycling: A process by which a student is assigned to a teaching situation to facilitate attainment of a competency.

Student: Bowling Green State University student.

Student Teacher: Student registered for student teaching credit.

TMR: Trainable Mentally Retarded.

Flow Chart


Bowling Green University College of Education
Co-Project Director Bowling Green University
Bowling Green University Supervisor
Bowling Green University Consultant
Pupils
Advisory Board
Toledo Board of Education Supervisor
Bowling Green University Graduate Assistant
Bowling Green University Students
Toledo Public School Administration
Co-Project Director Toledo Public School Admin.
Principal
Contract Teacher
Parents

PERTINENT PEOPLE AND THEIR ROLES

The degree that Project MERGE realizes its goals depends in large part on the communicative skills of its participants. It is essential that all MERGE particpants be sensitive to each other's roles and responsibilities. It is equally important that MERGE participants communicate skillfully with school personnel outside of MERGE.

A legitimate observation of communications is that they frequently deteriorate as they flow between the extremes of the organizational structure. To insure a productive flow of communications between these extremes, common understandings as to roles and responsibilities are essential.

The following descriptions of roles will refer to the Organizational Flow Chart. Because Project MERGE is a field-based action operation, it can be assumed that most communications will flow from and as the result of classroom action.

Advisory Board. The Co-Directors of Project MERGE will work closely with an Advisory Board to be comprised of individuals representing Bowling Green State University, Toledo Public School Administration, Toledo Federation of Teachers, Parents, and participating Students as follows:

Deputy Superintendent, Toledo Public School Administration, or his designate

Dean of the College of Education, Bowling Green State University, or his designate

Two staff members from Bowling Green State University

Director of Elementary Education, Toledo Public Schools, or his designate

Director of Secondary Education, Toledo Public Schools, or his designate

Four representatives from the Toledo Federation of Teachers (T.F.T.)

Two representatives from the Toledo Association of Administrative Personnel (T.A.A.P.)

Two Bowling Green State University Students from MERGE--one Undergraduate and one Graduate

Two Parents from the Central City Instructional area

Two Parents from the East Side Instructional area

Co-Project Directors. The Project Directors are implementors employed to insure achievement of MERGE goals. The Project Directors integrate the activities of all participating Toledo teachers and all Bowling Green State University staff and students to insure achievement of MERGE products and process objectives.

Principal. The Principal, being responsible for all matter concerning the schools, works closely with the personnel project director and all participants to insure that MERGE is truly a mutually beneficial operation.

Bowling Green State University Supervisor-Consultant. The Bowling Green State University Supervisor Consultant will provide and/or maintain:

1. Instruction for students in MERGE;
2. Supervision of students in MERGE;
3. Feedback on teaching competencies as they are developed by students in MERGE;
4. Records of teaching competency development of students in MERGE;
5. Consultant services to MERGE teachers;
6. An avenue for communications concerning MERGE and related teacher training information.

Toledo Board of Education Supervisor of Special Education. The designated EMR Supervisor from the Toledo Public Schools will have overall responsibilities for:

1. Evaluating and ordering materials and supplies;
2. Evaluation and supervision of teachers;
3. Planning, conducting, and evaluating inservice activities;
4. Serving on the Advisory Board for Project MERGE.

Contract Teachers. The Contract Teacher's role will consist of:

1. Keeping long-range goals and plans in mind to allow for non-interruption of skills sequences and completion of appropriate curricula;

2. Providing ample time for up-grading of lesson plans on a daily basis:

3. Establishing regular periodic conferences for the discussion of teaching problems;

4. Supervising closely yet objectively participating students so that there can be a development of unique teaching abilities and style whenever feasible--recognition and respect for the legal responsibility of the certificated supervising teacher must be maintained at all times;

5. Recognizing and accepting the fact that each student teacher has a unique degree of readiness for classroom teaching so that coordination and motivation of energies can provide the highest quality of education;

6. Sharing strategies for classroom management is a vital part of this Project and will allow for gradual guidance into the student's teaching responsibilities;

7. Through an atmostphere of acceptance as a co-worker, the Bowling Green Student will be established as a real teacher with authority in the classroom.

Bowling Green State University Students. Standard student teaching procedures and code of ethics are included under POLICIES AND PROCEDURES. However, participation in a program that is as unique as Project MERGE requires further clarification with regard to roles.

1. Mutually productive communication between the contract teacher and student is essential. Both partners should make major efforts to continually improve these skills. An honest attempt should be made to identify and correct anything that impedes candid and professional communication.

2. Unresolved conflicts between student and contract teacher can be taken to the University Supervisor and Principal. It serves no useful purpose to leave these conflicts unresolved or to share them with fellow students or teachers.

3. Students should consult with the supervising contract teacher early in the MERGE experience concerning which problems or situations can be taken directly to the Principal. However, students are encouraged to consult with the Principal if the situation or problem warrants such direct communication. It is a mutual responsibility of the Principal and student teacher to initiate many informal conversational experiences so that their relationship is based on understanding and insight.

4. Students will communicate frequently with MERGE consultants and graduate assistants. This level of communication should concern those matters that relate directly to teaching performance. Such communication should be professional at all times. Personalities and individual competencies of all personnel are not appropriate communications at this level.

5. Bowling Green State University students should clear all communications and requests for materials or services from non-certificated personnel (custodians, engineer, secretaries, etc.) with their teacher. The contract teacher will inform students as to procedures and channels in effect in each Building. Students should not presume upon the services of non-certificated personnel.

6. Bowling Green State University students must consciously keep their communications with fellow students at a professional level. Personality characteristics, competencies, personal background, and problems are not appropriate subjects for conversation. It is imperative that students do not discuss their assigned contract teachers' personalities, competencies, idiosyncracies, etc., with each other. It is also imperative that students be extremely discrete, accurate, and professional when discussing any MERGE experience or observation with University personnel or students outside of the MERGE Project.

Pupils. Communications between the contract teacher, students, and pupils is always critical. All such communications (verbal and non-verbal) should be compatible with classroom and Building philosophies. MERGE students should be encouraged and assisted in developing an effective communication style that is uniquely their own. However, both the contract teacher and student should be alert and sensitive to those individual techniques and styles that do not complement their teacher-student partnership. Example: The student may not object, or may even encourage, the pupils to address him by his first name. The contract teacher objects to this procedure.

Parents. Parents will, in most cases, communicate directly with the Building Principal. Direct communication with the contract teacher may occur depending on the extent that this kind of communication is encouraged. Productive communication between parent and contract teacher should be encouraged. Because this level of communication requires special insights and skills, MERGE students should always consult with or act at the direction of the classroom teacher before communicating with parents. If this level of communication is not productive, it may be advisable to inform the Principal.

POLICIES AND PROCEDURES

Compensation of Contract Teachers Based Upon Quarter Hour Interpretation of State Code. Bowling Green State University and its staff must satisfy the State Department of Education's prescribed requirements in student teaching. A student must complete 12 clock hours of actual classroom teaching for each quarter hour of credit earned. This requirement refers to those students registered for student teaching credit and does not include students who are registered for observation or practicum credit.

In some special teaching fields (i.e., learning disabilities, behavioral disorders, mental retardation), it may be necessary for a student teacher to be registered for an participate in a greater number of actual student teaching hours.

The contract teacher who agrees to accept a registered student teacher for a full quarter of student teaching experience (11-15 quarter hours) may receive $65.00 from Bowling Green State University or elect to substitute the student teaching stipend for payment toward college course credit offered through Project MERGE. Other options are being negotiated.

The contract teacher who agrees to accept a student teacher registered for less than 11 hours credit may be paid $6.00 per credit hour or elect to substitute the student teaching stipend for payment toward college course credit offered through Project MERGE. Other options are being negotiated.

Interpretation of compensation for contracts between teacher and registered student teacher will be computed as follows:

1. Contract teachers who supervise student teachers registered for 10 or less student teaching credit hours may be compensated at the rate of $6.00 per credit hour;

2. Contract teachers who supervise student teachers registered for 11 or more student teaching credit hours may be compensated a maximum stipend of $65.00.

Student Orientation. Each participating school will have its own set of expectations for the student. The Principal is responsible for communicating these expectations to the students. As members of Toledo's professional staff the student must realize that respect is earned. Staff and pupils are sensitive to any double standards.

Building Policies. Students need to know the following:

1. School Philosophy and Policies
   a. School hours
   b. Discipline
   c. Lunch program
   d. Reporting to parents
   e. Fire drills
   f. Health, accident, excursion forms
   g. Teachers' meetings
   h. Availability of supplies

2. School and Community Background
   a. History of school
   b. Number of students
   c. Physical construction of school plant
   d. Economic condition of community
   e. General occupations of the parents

3. Student Organization
   a. Safety patrol
   b. Student council
   c. Clubs
   d. Music activities
   e. Athletics
   f. Assembly programs
   g. Publications
   h. Other activities

4. Responsibilities of the Student
   a. Punctuality
   b. Loyalty to children, profession, and staff
   c. Use of materials
   d. Good human relationships with supervisors and contract teachers
   e. Participation in extra-curricular activities, playground, lunch room, hall, bathroom, etc.
   f. Confidentiality of pupils' records

Routine Procedures and Rules. University students will be considered to be members of Toledo's professional staff and will be expected to function within the official policies of the Toledo Board of Education.

1. Absences: Regardless of the reason, absence from an assignment is to be reported by the student. Students are to follow precisely individual Building procedures for reporting absences.

   Students participating in a transportation pool will be expected to notify drivers of their absence to avoid tardiness of other students.

2. Check In: Students will be expected to check in personally at their assigned school office. Exact check-in time will be determined by the school assignment since starting time for schools varies. Daily use of the check-in sheet is required.

   University students will be expect to give 24-hour notice to their supervising teacher and their University supervisor or graduate assistant of a planned absence or tardiness for scheduled Project MERGE related assignments.

3. Leaving the Building: Students will not leave their assigned School Building during their workday without authority from their University supervisor (or designate) and the Building Principal (or designate).

4. Dress and Grooming Code: A student assigned to a classroom should be dressed and groomed consistent with the standard established by the school. Changes of clothing are often helpful for the range of activities such as camping or physical education. Determine if time is available for such changes.

5. Smoking: A school is a public building and smoking is allowed only in designated areas.

6. Facilities and Supplies: Your classroom should be treated like a home away from home--keep it neat and in order at all times. Do not expect your supervising teacher or custodial staff to clean up after you nor should you do it all yourself. Train your students to housecleen for themselves.

   Keep your room arrangements and bulletin boards appropriate and attractive. When you see something out of place, fix it--don't wait for someone else to do it.

   Remember that books, games, and other hard materials must last for a period of years. Treat them with care and see that your students do the same. Consumable materials (art supplies, writing paper and chart paper) are ordered for the entire year and must last all year. Conserve these materials. Plan your activities to use them to the fullest--don't waste anything.

Take pride in your Building and share this pride freely with your fellow staff members and students. Remember that the Building belongs to the community and we have a responsibility to them for its care.

Code of Ethics. Any code of ethics, and especially one in the teaching profession, must have honesty and sincerity as its base. Be prepared to say what you mean, and mean what you say.

1. Be mature enough to take your complaints and gripes to their sources for candid discussion. Don't expect third parties to solve your problems for you;

2. Do not complain about your pupils. If your comments about a child do not result in benefits to him, leave it unsaid.

3. Avoid cliques in this Project--they only serve to cause misunderstandings and animosities;

4. Be candid in all of your dealings with fellow educators. Your first priority is the quality of education you are providing. You can be nice about what you say but, at the same time, say what you mean;

5. Along with giving feedback, you must be willing to accept. Moreover, you must openly ask for it and evaluate it fairly;

6. Approach all school situations positively both within the classroom setting and among your colleagues. You will be much more successful in all of your dealings if they are approached with a positive attitude.

7. Your behavior in public schools should be such that it will not cast reflection on the teaching profession;

8. Go through proper channels when you have a problem that cannot be resolved by your supervising teacher;

9. When speaking about your pupils, speak positively.

Student Evaluation.

1. Inherent Risks to the Student: A student who does not meet Building and/or Bowling Green State University standards quarter by quarter can be recycled or will be retained at the competency level for which the standards are not met.

Removal from the MERGE Project will follow Bowling Green State University policy.

A student who has not gained the competencies for a given level will not be promoted to the next level unless agreed upon by the evaluating committee. This could mean that student teaching hours credit could be rated as unsatisfactory and therefore lost.

2. University Policy for Student Teaching: In line with University student teaching policy, the student teacher is to evaluate himself on the form provided by the University. After completing this form the student teacher, contract teacher, and University supervisor should review the evaluation analytically. In a competency based program constructive criticism is necessary if weaknesses are to be eliminated and competencies achieved.

   Each level of student teaching will be evaluated by the student teacher, contract teacher and University supervisor.

   Immediately prior to the termination of a student teaching placement, the student teacher, contract teacher, and University supervisor should share their evaluations. The Building Principal or Assistant Principal has the option of sitting in on the evaluation meeting. The student teacher, contract teacher, or University supervisor has the privilege of requesting an evaluation by the Principal within the evaluation process.

3. Evaluation of Student Performance: In the event that a MERGE student's performance drops below a satisfactory level, the University Supervisor should inform the Project Director who will notify the Office of Student Teaching immediately.

   If at any time the MERGE student menaces the program because of unprofessional attitudes and/or conduct, by lack of skill in providing suitable learning environments, or in personal immaturity in working professionally with children and youth, the student will be removed from MERGE immediately.

Determination of Eligibility for MERGE. To obtain an assignment in MERGE, the student must first be declared eligible by the Special Education Representative in the Academic Program Advisement Office of the College of Education, Bowling Green State University. Eligibility factors include:

1. Completion of a minimum of 120 quarter hours of college credit including the required prerequisite professional courses and be in good standing;

2. Filing an application for enrollment in MERGE not later than the pre-registration period for the first quarter of the junior year;

3. Possess a cumulative point average of 2.0 in all work undertaken and 2.25 in the major field. This standard must be met for one full quarter prior to MERGE assignment;

4. Demonstrate proficiency in oral and written English;

5. Present evidence of freedom from speech defects;

6. Present evidence of physical fitness;

7. Give evidence of good moral character, desirable personality traits and professional attitudes;

8. Present evidence of having completed a minimum of 60 hours of work experience;

9. Present evidence of having participated in two or more Field Experiences.